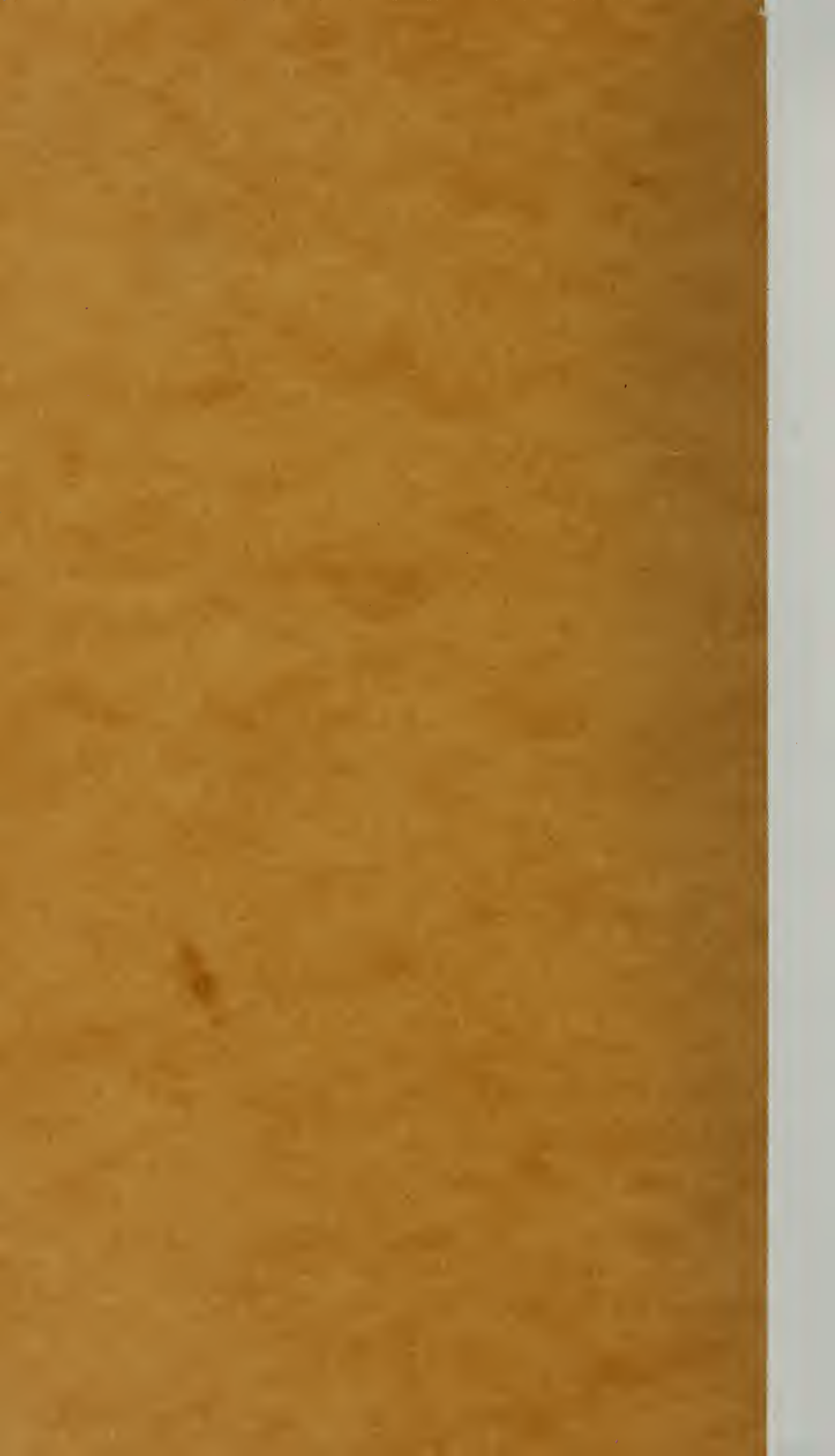


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FOR THE YEAR ENDING NOVEMBER 25, 1863.

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1863.

At the annual meeting of the Trustees of the MAINE STATE SEMINARY, held July 22, 1863, it was unanimously voted that the Seminary be hereafter called and known by the name of BATES COLLEGE, and that application be made to the next Legislature, asking that it may be known by that name in law.



B314  
1862/63

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GIVEN, ARTHUR, JR.,	Wales.	H. H.
HALL, FRANK HAVEN,	Minot.	47 P. H.
HEATH, ALBERT HAYFORD,	Salem.	H. H.
JACKSON, JOSEPH EUGENE,	Lewiston.	Dr. Jackson's.
KNIGHT, AUBREY MELLEN,	Peru.	Mr. Emery's.
PARK, GEORGE MELLEN,	Dixfield.	51 P. H.
PARSONS, JOEL STEVENS,	Norway.	57 P. H.
RAND, JOHN HOLMES,	Parsonsfield.	43 P. H.
RAYMOND, CHARLES EDWIN,	Bowdoinham.	Mr. Emery's.
RICKER, GEORGE SMALL,	Raymond.	43 P. H.
SHURTLEFF, IRA ALISON,	Turner.	47 P. H.
SLEEPER, FRANK EUGENE,	Lewiston.	Mr. Sleeper's.
SPEAR, JUSTIN FRANKLIN,	West Gardiner.	Mr. Hodgkins'.
STOCKBRIDGE, WINFIELD SCOTT,	Canton.	Mr. Furber's.
WOOD, HARRISON FRENCH,	Vienna.	57 P. H.

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DAVIS, DIANA,	Phillips.	18 P. H.
FIELD, LIZZIE MARY,	Lewiston.	Mr. Field's.
RICKER, SARAH ROANA,	Hartford.	Mr. Wood's.
SINCLAIR, ABBIE ANN,	Biddeford.	9 P. H.
SPEAR, ADELIA MARTHA,	West Gardiner.	Mrs. Smith's.
WHITE, FANNIE STANTON,	Lewiston.	4 P. H.
		22.

## SEMINARY DEPARTMENT.

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### Ladies' Course.

---

NAMES.

RESIDENCES.

#### GRADUATES.

---

Day, Rebecca J.,	Lewiston.
Dole, Lizzie H.,	Bangor.
Farwell, Mary E.,	Lewiston.
Field, Lizzie M.,	Lewiston.
Gage, Susan A.,	Waterville.
Hadley, Ellen O.,	Lewiston.
Haskell, Margaret,	Lewiston.
Howe, Ruby F.,	Lowell, Mass.
*McCallum, Annie M.,	St. George, N. B.
Millett, Martha S.,	Norway.
Potter, Abbie E.,	Gardiner.
Ricker, Sarah R.,	Hartford.
Sinclair, Abbie A.,	Biddeford.
Spear, Adelia M.,	West Gardiner.
White, Fannie S.,	Lewiston.



## GRADUATING CLASS.

NAMES.	RESIDENCES.	ROOMS.
*Allen, Abbie A.,	Brownfield.	27 P. H.
Chase, Almira C.,	Lewiston.	Mr. Chase's.
Chase, Hattie E.,	North Berwick.	13 P. H.
*Chesley, Dora,	Tamworth, N. H.	35 P. H.
Dudley, Annie S.,	Kingfield.	Miss Taylor's.
Farnsworth, Hannah M.,	Addison.	Miss Taylor's.
Hutchinson, Nellie D.,	Auburn.	Mr. Hutchinson's.
Knowlton, Ellen,	South Montville.	19 P. H.
Oliver, Elmina L.,	Georgetown.	Mr. Cook's.
Paul, Rachel S.,	Saco.	6 P. H.
Pettengill, Mary E.,	Lewiston.	Mr. Pettengill's.
Stone, Aletta M.,	Unity.	21 P. H.
Warren, Lucy A.,	Hartford.	13 P. H.
Whittemore, C. Ellen,	Lisbon.	16 P. H.
Woodbury, Addie,	Danville.	Mr. James'.
		15.

\*Scientific Course.

## OTHER CLASSES.

Batchelder, Etta S.,	Prospect.	Miss Taylor's.
Bragdon, Electa J.,	York.	Miss Taylor's.
Butler, Sarah,	Hallowell.	Rev. Mr. Lowell's.
Clark, Laura A.,	Bradford.	Mr. Butts'.
Cobb, Abbie A.,	Gray.	28 P. H.
Dole, Mary E.,	Bangor.	11 P. H.
Dole, Sarah C.,	Bangor.	11 P. H.
Everleth, Mary W.,	Phillips.	25 P. H.
Fernald, Fannie S.,	Lebanon.	26 P. H.

Flanders, Annie J.,	Palmyra.	Mr. King's.
Fuller, Susan A.,	St. Albans.	Miss Taylor's.
Haskell, Mary L.,	Lewiston.	Mr. Haskell's.
Hill, Hattie J.,	Biddeford.	24 P. H.
Hines, Catharine F.,	Buckfield.	21 P. H.
Hines, Nancy W.,	Buckfield.	21 P. H.
James, Florinda D.,	Lewiston.	Mr. James'.
Jones, Lizzie,	Lewiston.	Mr. A. M. Jones'.
Knowlton, Hattie T.,	South Montville.	19 P. H.
Knowles, Sabrina E.,	New Portland.	Miss Taylor's.
Libby, Jane H.,	Bath.	23 P. H.
Longley, Saria E.,	Norridgewock.	Mr. Butts'.
Lunt, Carrie S.,	Brunswick.	Mr. James'.
Parsons, Emily M.,	Solon.	Mr. Butts'.
Perkins, Alice M.,	Poland.	9 P. H.
Plumer, Lizzie H.,	Lewiston.	24 P. H.
Preble, Calista A.,	Danville.	Mr. Cook's.
Ricker, Sarah B.,	Turner.	15 P. H.
Smith, Almira,	Danville.	19 P. H.
Stover, Belinda M.,	Brunswick.	Mr. King's.
Sturgis, May F.,	Danville.	Mr. James'.
Tileston, Flora J. R.,	Hartford.	15 P. H.
Tuttle, Jennie L.,	Durham.	Miss Taylor's.
Waite, Sarah F.,	Augusta.	Mr. Cook's.
Welch, Annie S.,	Wilton.	Miss Taylor's.

## College Preparatory Course.

NAMES.

RESIDENCES.

### GRADUATES.

Cobb, Oren,	Winthrop.
Cole, R. M.,	Paris.
Frye, Frank E.,	Lewiston.
Heath, Albert H.,	Salem.
Holland, J. Frank,	South Paris.
Jackson, Joseph E.,	Lewiston.
Knight, A. Mellen,	Peru.
Mildram, Frank B.,	Wells.
Mitchell, Ezra, Jr.,	Mechanic Falls.
Parsons, Joel S.,	Norway.
Rand, John H.,	Parsonsfield.
Ricker, George S.,	Raymond.
Smith, Roscoe,	Peru.
Stockbridge, W. S.,	Canton.
Wood, Harrison F.,	Vienna.

15.

### GRADUATING CLASS.

NAMES.	RESIDENCES.	ROOMS.
Beale, Charles E.,	Monmouth.	64 P. H.
Chase, George D.,	Unity.	Mr. Furber's.
Emery, Grenville C.,	Ripley.	74 P. H.
Freeman, Joseph H.,	Poland.	59 P. H.
Heath, Daniel C.,	Farmington.	Mr. Dunn's.

Hersey, George W.,	Belfast.	Mr. Furber's.
Hewett, Waterman T.,	Paris.	53 P. H.
Hobbs, Ezra A.,	Berwick.	61 P. H.
Hussey, John R.,	Newburg.	Mr. Emery's.
Littlefield, Howard W.,	Wells.	Mr. Hodgkins'.
Rounds, Joseph,	Danville.	59 P. H.
Small, Marcus W.,	Gray.	47 P. H.
Wadsworth, Harrison L.,	East Livermore.	Mr. Emery's.

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Cheney, Caroline A.,	Lewiston.	Rev. Mr. Cheney's.
		14.

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### OTHER CLASSES.

Ambrose, John L.,	Sandwich, N. H.	65 P. H.
Applebee, James W.,	Milton, N. H.	66 P. H.
Bolster, William H.	South Paris.	53 P. H.
Bragdon, Charles A.,	Wells.	69 P. H.
Bragdon, George A.,	York.	Mr. Emery's.
Butler, Simpson D.,	Appleton.	62 P. H.
Chase, Walter H.,	Lake Vill., N. H.,	Rev. Mr. Lowell.
Chase, Charles E.,	York.	59 P. H.
Cobb, Edward,	Gray.	62 P. H.
Davis, Charles H.,	Lisbon.	57 P. H.
Davis, George W.,	Alfred.	58 P. H.
DeCoster, Cyrus C.,	Buckfield.	44 P. H.
Files, George B.,	Troy.	50 P. H.
Graves, Lucien C.,	Vienna.	46 P. H.
Greenleaf, Zebulon,	Westport.	45 P. H.
Ham, Llewellyn S.,	Wales.	64 P. H.
Hathorn, Gilbert, 2d,	Woolwich.	56 P. H.

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Hebbard, E. Cola,	Richmond.	42 P. H.
Hitchcock, Frank E.,	Damariscotta.	47 P. H.
Holt, William T.,	North Yarmouth.	51 P. H.
Jellerson, Cyrus F.,	Waterborough.	56 P. H.
Knowlton, Thomas O.,	Liberty.	62 P. H.
Libby, Samuel O.,	Lewiston.	Mr. Libby's.
Litchfield, Charles L.,	Freeport.	58 P. H.
Marrow, Samuel H.,	Lewiston.	Mr. Marrow's.
Morgan, William P.,	Yarmouth.	63 P. H.
Moore, Henry,	Anson.	53 P. H.
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Nash, Jonathan,	Auburn.	74 P. H.
Newhall, Galen A.,	Washington.	58 P. H.
Parsons, Charles T.,	Solon.	Rev. Mr. Brackett's.
Purington, Charles C.,	Presque Isle.	55 P. H.
Rackliff, Levi,	Lincolntonville.	46 P. H.
Roberts, James A.,	Waterborough.	52 P. H.
Roberts, Edward P.,	Waterborough.	60 P. H.
Shaw, Joseph A.,	Thorndike.	69 P. H.
Smith, George E.,	N. Hampton, N.H.	Mr. Cheney's.
Towne, Marcus W.,	Kennebunk.	48 P. H.
Tryon, Winfield S.,	Pownal.	Mrs. Verrill's.
Turner, Alonzo G.,	Durham.	44 P. H.
Wadsworth, Marshman E.,	East Livermore.	Mr. Emery's.
Weston, Arthur H.,	Skowhegan.	51 P. H.
Wood, Henry E.,	Lewiston.	Mr. Wood's.

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Tarbox, Josephine,	Westport.	6 P. H.
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## ACADEMICAL DEPARTMENT.

NAMES.	RESIDENCES.	ROOMS.
<b>GENTLEMEN.</b>		
Abbott, George L.,	Rockland.	42 P. H.
Allen, Eugene,	Calais.	Dr. Jackson's.
Batchelder, Kingsbury,	Dixmont.	70 P. H.
*Baker, Frank H.,	Gardiner.	47 P. H.
Blair, John J.,	Gorham.	49 P. H.
*Bliss, Chester G.,	Freeport.	63 P. H.
Bliss, Warren G.,	Freeport.	63 P. H.
Bowman, Daniel W.,	Sidney.	66 P. H.
*Brackett, James S.,	Phillips.	Mr. Smith's.
*Bradbury, Winthrop,	Hollis.	49 P. H.
Bragg, William A.,	Lincolntonville.	46 P. H.
Brookings, Christopher C.,	Woolwich.	70 P. H.
Butler, Herbert L.,	Bath.	73 P. H.
Butts, Emery H.,	New Portland.	Mr. Brackett's.
Capen, A. M.,	Auburn.	Mr. Capen's.
*Carter, George M.,	Waterville.	Mr. Chase's.
Chapman, John L.,	York.	Mr. Emery's.
Chapman, Warren J.,	Newburg.	70 P. H.
*Chase, John L.,	York.	59 P. H.
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*Church, John W.,	Phillips.	48 P. H.
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*Goff, Melvin,	Gray.	69 P. H.
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Ware, George H.,	Waterville.	Mr. Furber's.
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*Wood, Charles H.,	Bangor.	51 P. H.
*Wood, David G.,	Madison.	61 P. H.
*Wright, Gardiner A.,	Lewiston.	Mr. Wright's.

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*Bass, Emma A.,	Boston, Mass.	12 P. H.
Bean, Luella A.,	Montville.	19 P. H.
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Bearce, Hettie F.,	Hebron.	Mr. Conant's.
Bennett, M. Ellen,	Sanford.	37 P. H.
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Blethen, Sarah M.,	Bath.	17 P. H.
Carsley, Hattie S.,	New Gloucester.	Mr. Jordan's.
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Cheney, Emeline R.,	Lewiston.	Rev. Mr. Cheney's.
*Chesley, Annie R.,	Tamworth, N. H.	35 P. H.
Clark, Kate A.,	St. John, N. B.	13 P. H.
Cole, Sarah A.,	Buckfield.	22 P. H.
Cook, Lottie E.,	Lewiston.	Mrs. Cook's.
Coolidge, Emilie N.,	Canton.	22 P. H.
*Corress, Mary,	Lewiston.	Mr. Corress'.
Cotton, Clara A.,	Bowdoin.	Miss Paul's.
Counce, Mary P.,	Warren.	31 P. H.
*Cousins, Martha J.,	Poland.	6 P. H.
*Creighton, Mary E.,	Warren.	31 P. H.
*DeCoster, Georgia A.,	Buckfield.	18 P. H.
*DeCoster, Virginia,	Buckfield.	18 P. H.
*Dow, Julia A.,	Buxton.	Mr. Sands'.
*Dunton, Mary A.,	Westport.	6 P. H.
Edwards, Hattie G.,	Liberty.	26 P. H.
Emery, Ellen M.,	Sanford.	37 P. H.
*Emery, Emma J.,	Kennebunk.	6 P. H.
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*Files, Ellen S.,	Troy.	27 P. H.
*Galvin, Betsey,	Lewiston.	Mr. Galvin's.

*Gilpatrick, Emily E.,	Lisbon.	Miss Taylor's.
Given, Lizzie,	Wales.	9 P. H.
*Given, Fannie R.,	Wales.	21 P. H.
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Greene, Ellen H.,	Brunswick.	Mr. King's.
Gushee, Ermina A.,	Warren.	23 P. H.
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Hall, M. Jennette,	Presque Isle.	21 P. H.
Hawkes, Huldah W.,	Windham.	24 P. H.
Hersey, Abbie F.,	Belfast.	20 P. H.
Hines, Ella M.,	Presque Isle.	21 P. H.
Hodgdon, Arozine M.,	Lewiston.	Mr. Hodgdon's.
*James, Lizzie M. A.,	Lewiston.	Mr. James'.
*Jones, Cornelia A.,	Lewiston.	Mr. Jones'.
*Keyes, Lottie E.,	Lewiston.	Mr. Keyes'.
Kidder, S. Louisa,	New Gloucester.	22 P. H.
Kimball, Albina S.,	Waterville.	Mr. Crockett's.
Kimball, Sarah B.,	Waterville.	Mr. Crockett's.
Knox, Celia A.,	Brunswick.	16 P. H.
Leonard, Emma J.,	Woolwich.	Miss Paul's.
Libby, Mary S.,	Wells.	28 P. H.
Lombard, Eva,	Webster.	14 P. H.
*Lombard, Mary A.,	Webster.	14 P. H.
Longley, Etta E.,	Lewiston.	Mr. Longley's.
*Loring, Lydia,	Lewiston.	Mr. Loring's.
McLaughlin, Mary E.,	New Portland.	Mr. Brackett's.
Metcalf, Marilla A.,	Boston, Mass.	25 P. H.
Mildram, Carrie M.,	Wells.	8 P. H.
Mildram, Olivia A.,	Wells.	8 P. H.

Millett, Emma F.,	Norway.	19 P. H.
Milliken, Annie S.,	Windsor.	16 P. H.
*Minot, Marietta S.,	Bowdoin.	Miss Paul's.
Morrill, Ella A.,	Union.	23 P. H.
*Pendleton, Mary B.,	Warren.	23 P. H.
Purinton, Mary P.,	Woolwich.	16 P. H.
Roberts, Euthalia W.,	Rumford.	22 P. H.
Robinson, Harriet A.,	Bath.	22 P. H.
Rogers, Ellen L.,	Georgetown.	Mr. Cook's.
Sanborn, Abbie M.,	Liberty.	25 P. H.
*Sargent, Susan C.,	Sedgewick.	6 P. H.
Sargent, Nettie,	Sedgewick.	6 P. H.
Skolfield, M. Addie,	Brunswick.	Mr. James'.
Small, Celeste,	Lewiston.	Mr. Small's.
Smallwood, Theresa,	New York City.	27 P. H.
Smart, Marietta,	Vassalborough.	Miss Taylor's.
Stevens, Addie B.,	Lewiston.	Mr. Stevens'.
Stevens, Etta B.,	Lewiston.	Mr. Stevens'.
Stinchfield, Carrie P.,	Hartland.	27 P. H.
Stinchfield, Sarah C.,	Hartland.	27 P. H.
*Stockbridge, Victoria B.,	Canton.	6 P. H.
Sutton, Ella,	St. John, N. B.	13 P. H.
Sweet, Susan A.,	New Vineyard.	27 P. H.
Taylor, Augusta M.,	Lewiston.	Mr. Taylor's.
Taylor, Julia A.,	Lewiston.	Mr. Taylor's.
Thompson, Celia,	Hartford.	6 P. H.
Toothaker, Philena P.,	Litchfield.	14 P. H.
Townsend, Rachel,	Bowdoin.	Miss Taylor's.
True, Sarah A.,	Parkman.	38 P. H.
Turner, Annette F.,	Veazie.	37 P. H.
Verrill, Phila V.,	Minot.	Miss Taylor's.
Vinal, Nellie F.,	Boston, Mass.	26 P. H.

Weymouth, Mary E.,	Gray.	Mr. Jordan's.
*White, Ella,	Lewiston.	3 P. H.
Wing, Louisa F.,	Brunswick.	27 P. H.
Withington, Laura J.,	Buckfield.	28 P. H.
Wood, Ella M.,	Winthrop.	27 P. H.
Woodman, Mary J.,	Stetson.	Miss Taylor's.
Wright, Jessie,	Lewiston.	Mr. Wright's.

102.

\*English—the others are classical.

# SUMMARY.

## COLLEGE DEPARTMENT.

Freshman Class, . . . . .	22
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## SEMINARY DEPARTMENT.

### LADIES' COURSE.

Graduates, . . . . .	15
Graduating Class, . . . . .	15
Other Classes, . . . . .	34
	<hr/> 64

### COLLEGE PREPARATORY COURSE.

Graduates, . . . . .	15
Senior Graduating Class, . . . . .	14
Other Classes, . . . . .	44
	<hr/> 73

## ACADEMICAL DEPARTMENT.

Gentlemen, . . . . .	112
Ladies, . . . . .	102
	<hr/> 214
	373

Number graduated in Ladies' and College Preparatory Courses, (subtracted), . . . . .	14
Total, . . . . .	<hr/> 359

Number of Gentlemen in attendance during the year, .	192
Number of Ladies in attendance during the year, . .	167
Total, . . . . .	<hr/> 359

Classical, . . . . .	278
English, . . . . .	81

Winter Term,* . . . . .	62
Spring Term,* . . . . .	179
Summer Term, . . . . .	149
Fall Term, . . . . .	217
Aggregate, . . . . .	<hr/> 607

\*United—now Spring.

ABBREVIATIONS.—P. H., Parker Hall. H. H., Hathorn Hall.



# BATES COLLEGE.

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## College Department.

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Candidates for admission to this Department (Freshman Class) are examined in the following books and subjects:

### LATIN.

Virgil's *Æneid*, nine books, . . . Frieze.  
Virgil's *Bucolics* and first two *Georgics*, . . Andrews.  
Cicero, Sallust and Cæsar, . . . Hanson.  
Arnold's *Prose Composition*, first twenty-four exercises.  
Andrews and Stoddard's *Latin Grammar*.

### GREEK.

Xenophon's *Anabasis*, five books, . . Crosby.  
Homer's *Iliad*, first book, . . . Owen.  
Greek *Grammar*, . . . Crosby.

### MATHEMATICS.

Arithmetic, . . . Robinson.  
Algebra, (first six sections), . . . Smyth.

### ENGLISH.

Ancient and Modern History. .  
Ancient and Modern Geography.  
English Grammar.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the classes they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other colleges.

The regular examination for admission to this Department takes place on Friday succeeding Commencement, and on the first day of the following term.

Students who have graduated in the College Preparatory Course, will not be required to pass a second examination.

## COURSE OF STUDY.

### FRESHMAN YEAR.

#### First Term.

Geometry, . . . . .	Robinson.
Livy, . . . . .	Lincoln.
Latin Grammar, . . . . .	Andrews and Stoddard's.
Latin Prose Composition, . . . . .	Arnold.
Iliad, commencing second book, . . . . .	Owen.
Acts of the Apostles, . . . . .	Owen.
Greek Prose Composition, . . . . .	Arnold.
Greek Grammar, . . . . .	Crosby.
Outlines of Moral Science, . . . . .	Alexander.
Phonography, . . . . .	Graham.

#### Second Term.

Geometry completed, . . . . .	Robinson.
Algebra, . . . . .	Smyth.
Livy, . . . . .	Lincoln.
Cicero de Senectute, . . . . .	Dillaway.
Latin Prose Composition, . . . . .	Arnold.
Odyssey, . . . . .	Owen.
Acts of the Apostles, . . . . .	Owen.
Greek Prose Composition, . . . . .	Arnold.
Physiology, . . . . .	Comings.

#### Third Term.

Algebra completed, . . . . .	Smyth.
Horace (Odes), . . . . .	Lincoln.
Latin Prose Composition, . . . . .	Arnold.
Selections from the Greek Historians, . . . . .	Felton.
Acts of the Apostles, . . . . .	Owen.



Greek Prose Composition, . . . . .	Arnold.
Constitution of the United States, . . . . .	Sheppard.

### SOPHOMORE YEAR.

#### First Term.

Plane and Spherical Trigonometry, . . . . .	Robinson.
Surveying and Navigation, . . . . .	Robinson.
Cicero de Natura Deorum, . . . . .	Dillaway.
Latin Prose Composition, . . . . .	Arnold.
Æschines on the Crown, . . . . .	Champlin.
Greek Prose Composition, . . . . .	Arnold.
Acts of the Apostles, . . . . .	Owen.
French, . . . . .	Fasquelle's Grammar.
Evidences of Christianity, . . . . .	Hopkins.
Manual of Agriculture, . . . . .	Emerson & Flint.

#### Second Term.

Analytical Geometry and Conic Sections, . . . . .	Robinson.
Tacitus' Histories, . . . . .	Tyler.
Latin Prose Composition, . . . . .	Arnold.
Demosthenes on the Crown, . . . . .	Woolsey.
Greek Prose Composition, . . . . .	Arnold.
Acts of the Apostles, . . . . .	Owen.
Rhetoric, . . . . .	Quackenbos.
French, . . . . .	Fasquelle's Grammar, and Dumas' Napoleon.

#### Third Term.

Calculus, . . . . .	Smyth.
Astronomy, . . . . .	Robinson.
Tacitus' Germania, . . . . .	Tyler.
Latin Prose Composition, . . . . .	Arnold.
Greek Tragedies, . . . . .	Woolsey.
Greek Prose Composition, . . . . .	Arnold.
Acts of the Apostles, . . . . .	Owen.
Logic, . . . . .	Whately
Biblical Geography and History, . . . . .	Coleman.
French, . . . . .	Fasquelle's Exercises and Molière.

### JUNIOR YEAR.

#### First Term.

Calculus, . . . . .	Smyth.
Tacitus' Agricola, . . . . .	Tyler.
Acts of the Apostles, . . . . .	Owen.
English Literature, . . . . .	Shaw.
German, . . . . .	Woodbury's Grammar.
Mineralogy, . . . . .	Dana.

#### Second Term.

Mechanics, . . . . .	Smyth.
Horace (Satires and Epistles), . . . . .	Lincoln.

Acts of the Apostles,	.	.	.	.	.	Owen.
German,	.	.	.	.	.	Woodbury's Grammar and Adler's Reader.
Mental Philosophy,	.	.	.	.	.	Upham.

#### Third Term.

Natural Philosophy,	.	.	.	.	.	Olmstead—Snell's Edition.
Geology,	.	.	.	.	.	Gray and Adams.
Juvenal,	.	.	.	.	.	Leverett.
Acts of the Apostles,	.	.	.	.	.	Owen.
German,	.	.	.	.	.	Fouqué's Undine.

#### SENIOR YEAR.

##### First Term.

German,	.	.	.	.	.	Schiller's Gedichte.
Butler's Analogy,	.	.	.	.	.	Malcolm.
Acts of the Apostles,	.	.	.	.	.	Owen.
Political Economy,	.	.	.	.	.	Wayland.

##### Second Term.

Chemistry,	.	.	.	.	.	Youmans.
German,	.	.	.	.	.	Goethe's Faust.
International Law,	.	.	.	.	.	Woolsey.
Acts of the Apostles,	.	.	.	.	.	Owen.

##### Third Term.

Botany,	.	.	.	.	.	Gray.
Moral Philosophy,	.	.	.	.	.	Wayland.
Plato's Apology and Crito,	.	.	.	.	.	Tyler.
Principles of Zoology,	.	.	.	.	.	Agassiz & Gould.
Acts of the Apostles,	.	.	.	.	.	Owen.

Recitation in Greek and Latin Grammars daily during the courses of these languages; and in Greek and Latin Prose Composition weekly.

Recitation in Acts of the Apostles every Monday morning through the course.

Recitation in Phonography weekly during the first term of the Freshman year.

Alonzo Garcelon, M. D., will lecture upon Physiology the Spring Term of Freshman Year, and Hon. C. W. Walton, Judge Supreme Court, will lecture upon the Constitution of the United States, the Summer Term of the same year.

Other lectures will be announced hereafter at the proper time. These lectures will be upon such subjects as the following: Scientific and Practical Agriculture, Analysis and Mixing of Soils, Grafting, Gardening, Drainage, Botany, Zoölogy, Mechanics, Hydrostatics, Pneumatics, Acoustics,

Optics, Electricity, Magnetism, Electro-Magnetism, Chemistry, Astronomy, Geology, Mineralogy, &c., &c.

Students will be required to take notes of all the lectures, and they will be examined upon the same from week to week, and at the close of each term. It is desired that these notes shall be taken *in phonographic characters*.

Weekly exercises in Declamations and Compositions.

LADIES are allowed to elect Music, Drawing and Painting, for certain studies in this course. Those students who may not desire to complete the entire College course, are permitted to take a Select, Partial, or Scientific Course, and they will receive on leaving the College certificates of their several attainments. Upon those who complete the whole course excepting the Latin and Greek languages, the degree of Bachelor of Science will be conferred.

## Seminary Department.

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### Ladies' Course.

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Candidates for admission to this course are examined in the following studies: Reading, Spelling, Geography, Arithmetic, English Grammar, Elementary Algebra, Latin Grammar and Reader.

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### COURSE OF STUDY.

#### FIRST YEAR.

##### First Term.

Algebra, . . . . .	Smyth.
Cæsar, . . . . .	Hanson.
Latin Grammar, . . . . .	Andrews & Stoddard.
Physical Geography, . . . . .	Wells.

##### Second Term.

Algebra, . . . . .	Smyth.
Virgil, . . . . .	Frieze.
History, . . . . .	Worcester.
Ancient Geography, . . . . .	Mitchell.

##### Third Term.

Algebra, . . . . .	Smyth.
Virgil, . . . . .	Frieze.
Latin Prose Composition, . . . . .	Arnold.
Physiology, . . . . .	Comings.

#### SECOND YEAR.

##### First Term.

Geometry, . . . . .	Robinson.
Sallust, . . . . .	Hanson.
Latin Prose Composition, . . . . .	Arnold.
French, . . . . .	Fasquelle's Grammar.

## Second Term.

Geometry, . . . . .	Robinson.
Trigonometry, . . . . .	Robinson.
Cicero (Orations), . . . . .	Hanson.
Latin Prose Composition, . . . . .	Arnold.
French, . . . . .	Fasquelle's Grammar and Reader.

## Third Term.

Cicero de Senectute, . . . . .	Dillaway.
Latin Prose Composition, . . . . .	Arnold.
French, . . . . .	Selections from Racine.
Natural Philosophy, . . . . .	Quackenbos.

## JUNIOR YEAR.

## First Term.

Horace (Odes), . . . . .	Lincoln.
Latin Prose Composition, . . . . .	Arnold.
French, . . . . .	Mme. de Staël's L'Allemagne.
English Literature, . . . . .	Shaw.
Rhetoric, . . . . .	Quackenbos.

## Second Term.

Horace (Satires), . . . . .	Lincoln.
Latin Prose Composition, . . . . .	Arnold.
French, . . . . .	Selections from Molière.
Principles of Zoology, . . . . .	Agassiz & Gould.

## Third Term.

Tacitus (Germania and Agricola), . . . . .	Tyler.
Botany, . . . . .	Gray.
German, . . . . .	Woodbury's Grammar and Adler's Reader.

## SENIOR YEAR.

## First Term.

German, . . . . .	Fouqué's Undine.
Mental Philosophy, . . . . .	Upham.
Astronomy, . . . . .	Mattison.

## Second Term.

German, . . . . .	Selections from Schiller.
Butler's Analogy, . . . . .	Malcolm.
Chemistry, . . . . .	Youmans.

## Third Term.

German, . . . . .	Selections from Goethe.
Moral Science, . . . . .	Wayland.
Geology, . . . . .	Wells.
Mineralogy, . . . . .	Dana.

The Classical Diploma is awarded to young ladies who complete this entire course of study; and the Scientific

Diploma to those who complete the course excepting the Latin Language.

Young ladies who have received the Classical Diploma will be allowed to graduate in the full College Course by returning to the College and devoting two years to the study of the Greek language, the higher mathematics, and those other branches in the Collegiate Course which are not included in the Ladies' Course.

All candidates for advanced standing in this course will be examined in the preparatory studies, and also in those pursued by the classes they propose to enter, or in other studies equivalent to them.

Students in this course who are absent any part of the third and fourth years will be charged full tuition.

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## College Preparatory Course.

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### FIRST YEAR.

#### First Term.

Latin Grammar, . . . . .	Andrews & Stoddard.
Latin Reader (begun), . . . . .	Andrews.
Algebra, . . . . .	Robinson.

#### Second Term.

Latin Reader, . . . . .	Andrews.
Latin Grammar, . . . . .	Andrews & Stoddard.
Algebra, . . . . .	Robinson.

#### Third Term.

Latin Reader, . . . . .	Andrews.
Greek Grammar and Lessons, . . . . .	Crosby.
Algebra, . . . . .	Smyth.

### SECOND YEAR.

#### First Term.

Cæsar, . . . . .	Hanson.
Greek Lessons, . . . . .	Crosby.
Ancient Geography, . . . . .	Mitchell.



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**Second Term.**

Virgil, . . . . .	Frieze.
Anabasis, . . . . .	Crosby.
Ancient History, . . . . .	Worcester.

**Third Term.**

Virgil, . . . . .	Frieze.
Anabasis, . . . . .	Crosby.
Modern History, . . . . .	Worcester.

**THIRD YEAR.****First Term.**

Sallust, . . . . .	Hanson.
Anabasis, . . . . .	Crosby.
Latin Prose Composition, . . . . .	Arnold.

**Second Term.**

Cicero, . . . . .	Hanson.
Anabasis, . . . . .	Crosby.
Latin Prose Composition, . . . . .	Arnold.

**Third Term.**

Cicero, . . . . .	Hanson.
Homer's Iliad, . . . . .	Owen.
General Review.	

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In arranging the above course, it has been taken for granted that the student, in entering upon it, has a good knowledge of the elementary English branches, such as Arithmetic, Grammar, Geography, &c. It will be seen by the length of the time prescribed for completing this course, and the amount which it embraces, that the Trustees intend to make it equal to that of any other in New England. They deem it indispensably requisite to the highest success in the acquisition of the Greek and Latin Languages, that a longer time be spent, and a more thorough drill be given in the first principles, than is usual in most of our institutions in which these languages are taught. They regard the old maxim, "the beginning is half of the whole work," as particularly applicable to the study of the Greek and Latin languages. Therefore, in the outset, the grammar will be made of the very first importance. And indeed, during the whole course, there will be daily recitations in the grammar, both of the Greek and Latin, and thoroughness will be aimed at as the first, the second, and the last essential.

When Virgil is begun, Prosody will be taken up. The rules of quantity, and the laws of versification, so far as they belong to hexameter verse, will be learned and applied, so that by the time the student has completed one book, he will be able to read metrically, and translate the author with elegance and ease. The same also in regard to Homer. Particular attention will be given to the derivation of words, especially those of the Latin which are derived from the Greek; to the connection of the tenses and the uses of the modes; to Greek accents; to Greek and Latin Prose Composition, and such other matters as are too often neglected in preparing young men for college. In connection with Homer, the dialectic changes and usages will be studied with care, so that the author can be read with interest and profit. In a word, no subject will be passed over, a knowledge of which is necessary to a thorough and complete preparation for a college course of study.

It is known that our colleges are constantly endeavoring to raise the standard of education. They are demanding a higher degree of scholarship, and greater attainments in a preparation than in former years. This cannot fail to meet the approval of every true friend of education. But how can this demand be met unless our preparatory schools take a higher stand? And how can these elevate their standard? How can they secure that degree of scholarship and those acquisitions in a preparatory course, even with the greatest fidelity and thoroughness on the part of teachers, unless a longer time be taken than has been previously given? Therefore, parents and guardians who wish to give their sons and wards a liberal education, will at once see that the time which has been marked out above for completing a course of study preparatory to college at the present time, is by no means unreasonably long. Those who have the largest experience in training young men, and hence the best judges in the case, would be sooner inclined to extend than shorten the time.

To those students pursuing this course who find it necessary to be absent to teach school, and at the same time are



able to maintain a good standing in their several classes, permission will be granted.

Young gentlemen completing this entire course, will be recommended to the Freshman Class of *any* College they may elect,—such recommendation to be consistent with their rank and deportment in this Institution.

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## Academical Department.

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This Department is miscellaneous. In it are included all those students who have not as yet *decided* to take a regular course of study. It is also preparatory to the Ladies' and College Preparatory Courses. To those in this Department who possess the necessary qualifications, as well as to other students, recommendations will be given, if desired, to instruct in our public schools.

It will be seen that most of the students in this Department are classical.

# BATES COLLEGE.

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## DISCIPLINE.

The discipline of the College is on the model of some of the first institutions of the country, the school being regarded as a Family, and the great law of LOVE recognized as the governing rule. Private as well as public appeals will be made to the reason and conscience of the student, and severe measures will only be resorted to when such appeals fail.

The College would aim at a high moral position, seeking to gain the confidence of the Moral and Christian Public to such an extent, that amid the temptations to which the young are generally exposed, parents and guardians shall feel that there is in the College comparative safety for their children and wards.

The following are extracts from the rules and regulations which the Trustees have adopted :

“Students are required to attend public worship twice on the Sabbath in some of the churches of the city, unless by permission they are absent from town, or leave of absence be granted.

“All loitering in the public halls, doors, passage-ways, or in any of the vacant rooms, between recitations, or at any other time, is expressly forbidden.

“No student, when in the city, shall use firearms, or burn gunpowder in any way, without permission from some member of the faculty.

“No student shall at any time and place use any intoxicating liquors as a beverage.

“No student shall either chew, smoke, or snuff tobacco within the College buildings, and all students are especially requested to abstain entirely from this pernicious habit during their connection with the Institution.

“Students are required to refrain entirely from the use of profane lan-

guage, from the violation of the Sabbath, from card-playing, from visiting bowling alleys and billiard saloons, from attending balls and dancing schools, and, in general, to observe all the laws of common social morality.

“Young ladies and gentlemen are not allowed to walk or ride in company without special permission from the faculty.

“Students are prohibited from visiting those of the other sex at their rooms, or receiving visits from them at their own.

“Ladies and gentlemen may meet each other at such times and places as may be designated by the faculty.

“All students boarding out of the Hall are required to conform to the regulations of the Institution as to study hours, &c., the same as if they roomed in the Hall.”

Students are required to be in their rooms during all study hours; and after nine o'clock in the evening, as well as during study hours, to refrain from loud talking, singing, playing upon musical instruments, or making any other noise which might interrupt the study or repose of others.

Any student in any department, desiring to take up his connection with the College, must get permission in writing from the President; and any person leaving without such permission, shall be considered as having lost his standing in the College, and the fact shall be noted upon the records of the College.

When the Faculty deem the further connection of any student with the College undesirable, they may privately dismiss him, assigning him the reasons therefor.

When a student is convicted of violating any of the rules of the College, he may be either admonished, suspended, dismissed or expelled, according to the nature and aggravation of the offense. Admonition, suspension, dismissal or expulsion, may be either public or private, at the discretion of the Faculty.

If any student shall pertinaciously refuse to testify in a case on trial before the Faculty, he may be either suspended, dismissed, or expelled, at their discretion.

Any student in good standing, whose accounts with the College have been adjusted, shall, on his request, receive an honorable dismissal, with the approval of the parent or guardian, the student being a minor.

**TERMS.**

The year is divided into three terms of thirteen weeks each.

**MUSIC.**

Rare opportunities are offered to students desiring to attend to music. A Band under the direction of Mr. Ballard offers a good opportunity for those wishing to practice brass or orchestral instruments.

**RHETORICAL EXERCISES.**

Exercises in declamation, composition, reading, &c., will occur at regular intervals during each term.

**LITERARY SOCIETIES.**

The Literary Fraternity and Philomathean Society are in successful operation. These Societies unite in establishing a Reading Room, but each Society has a separate Library.

The Students' Christian Union is a Society of much promise. Among other matters, the question of entering the Christian ministry is made a subject of special prayer and inquiry.

The Young Ladies' Literary Association—the Ladies' Athenæan—has regular and well sustained exercises, which afford important facilities in literary culture. They have a fine Reading Room and Library.

**PRIZE DECLAMATION.**

The annual prizes were awarded as follows: First prize, E. Cola Hebbard; second, C. E. Robbins; third, William H. Bolster.

**EXAMINATIONS.**

There is a public examination of all the classes at the close of each term.

**RANK.**

The rank is the sum total of scholarship and deportment, thirty merits being the highest for a single term, and ninety for a single year.

**TUITION.**

In the COLLEGE DEPARTMENT, \$8 per term—\$1 per term for

Commencement Dinner, use of Library fifty cents, incidentals fifty cents. In the other departments as follows:

Common English,	\$5 50
Higher English,	6 50
Languages,	7 00
Music, extra,	8 00
Use of Instrument, extra,	2 00
Pencilling, extra,	4 00
Crayoning, extra,	4 00
Colored Crayoning, extra,	5 00
Water Colors, extra,	5 00
Perspective Sketching, extra,	5 00
Sketching, Civil Engineering, extra,	5 00
Oil Painting, extra,	10 00
Book-Keeping, extra,	2 00
Penmanship, extra, (for 12 lessons),	1 00
Elocution, extra,	1 00

By Common English are meant English Grammar, Geography and Arithmetic.

By Higher English are meant Algebra, History, Geometry, Trigonometry, Surveying, Physiology, Chemistry, Natural Philosophy, Rhetoric, Logic, Mental Philosophy, Moral Philosophy, &c.

By Languages, Latin, Greek, French, German, Spanish and Italian.

There is no additional charge for any of these studies, \$7 being the highest tuition for one study, *or for all studies*, extras excepted.

#### BOARD.

PARKER HALL.—Board in this Hall is \$1.75 per week. Each room in the Hall is furnished with the following articles of furniture: bedstead, spring bed, mattress, stove, table, chairs, wardrobe, mirror, sink, wash-bowl and wood-box. All other necessary articles, such as pillows, bedding, towels, &c., are furnished by the occupants. All articles furnished by students are at their own disposal on their leaving the Institution. The rooms thus amply furnished will be rented for from \$3.00 to \$4.00 a scholar per term.

Opportunity will be afforded in the Hall for ladies to do their own washing. Those students who wish, can have an average washing done as low as three cents per piece.



Wood, all fitted and put into each student's wood-room, at the rate of about \$6.00 per cord. Two students usually consume three quarters of a cord in the Fall Term, and one cord and a quarter in the Spring term, making the whole expense for wood per year, \$12.00 for two students (rooming together), or \$6.00 each; Lights, about seventy-five cents per term; Use of bedding, about seventy-five cents; Extras for room include broom, towels, curtains, lamp, &c., and carpet if wanted.

#### RECAPITULATION.

Expenses per student for one term at the highest prices:

Tuition,	\$7 00
Room Rent,	4 00
13 weeks board,	22 75
Wood (spring term),	3 75
Lights,	75
Washing (about)	1 75
Use of Bedding (about),	75
Total,	<u>\$40 75</u>

It must be understood that the above recapitulation includes our highest tuition (music, drawing, &c., excepted), our highest room rent and wood for Spring term. The gentlemen usually fit their own wood, and the ladies usually do their own washing, and both bring with them their own bedding. This deducts these items from the bill.

It is very necessary that students should bring their own bedding, as it is very difficult to hire; but in no case will students be charged more than the actual price paid for hired bedding.

Students will be particular in marking their clothes before leaving home.

Board in private families from \$2 25 to \$2 50, washing and room included. Arrangements are made in private families for those who wish to board themselves; but ladies and gentlemen are not permitted to board in the same private families at the same time. This rule does not apply to brothers and sisters.

Students entering the Hall pay one-half the board on or

before the end of the second week, and the remainder at the end of the tenth week.

#### BOOKS.

Books, at the lowest prices, can be had at the bookstores in the city.

#### WHOLE EXPENSES.

The whole expenses at the Institution per year—that is, Board, Room-Rent, Tuition, &c., are some \$111,—or, on an average, \$37 per term. To many students the expense has been considerable less than this, as the Steward's books will show. Tuition and Room-Rent in advance.

Students leaving before the middle, or entering after the middle of the term, are charged only half tuition and rent.

#### COMMENCEMENT AND VACATIONS.

Commencement is on the last Wednesday in July. The first vacation is of four weeks from Commencement; the second is of seven, from the close of the Fall Term; and the third is of two, from the close of the Spring Term.

Letters intended for persons connected with the College, should be directed to Lewiston, not Lewiston Falls.

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#### CALENDAR.

Fall Term closes Wednesday, November 25, 1863.

Spring Term commences Thursday, January, 14, 1864.

Spring Term closes Wednesday, April 13, 1864.

Summer Term commences Thursday, April 28, 1864.

Summer Term closes Wednesday, July 27, 1864.

Fall Term commences Thursday, August 25, 1864.



# ADDRESS

OF THE

## LATE HON. HORACE MANN, LL. D.,

### TO STUDENTS.

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MY YOUNG FRIENDS :—

My interest in your welfare, not only as present Students, but as future Men and Women, prompts me to solicit your candid attention to the following suggestions. They pertain to a subject upon which teachers and pupils ought always to be in unison, but where they usually are at variance.

In Colleges and Schools, a sentiment very generally prevails that students ought, as far as possible, to withhold all knowledge respecting the misconduct of their fellow students from faculty and teachers. In many, if not in most cases, this sentiment is enacted into what is called a *Code of Honor*. The requisitions of this code, in some places, are merely negative, demanding that a student shall take care to be absent when any wrong is to be committed, or silent when called upon as a witness for its exposure. Sometimes it goes farther, and demands evasion, misrepresentation, or even falsehood, in order to screen a fellow conspirator or a fellow student from the consequences of his misconduct. Under this doctrine, any one who exposes a violator of College Laws, or even an offender against the laws of morality and religion, so that he may be checked in his vicious or criminal career, is stigmatized as an “informer,” is treated with contempt and ridicule, and, not unfrequently, is visited with some form of wild and savage vengeance.

It is impossible not to see that when such a sentiment becomes the “common law” of a literary institution, offenders will be freed from all salutary fear of detection and punishment. Where witnesses will not testify, or testify falsely, the culprit, of course, escapes. This security from exposure becomes a premium on transgression. The police

of virtuous sentiment and of allegiance to order, being blinded and muzzled, nothing remains to prevent lawlessness from running riot. Thus the "Code of Honor" becomes at once a shield for all dishonorable practices.

Now, in the outset, I desire to allow to this feeling, as we usually find it, all that it can possibly claim under any semblance of justice or generosity. When, as doubtless it sometimes happens, one student reports the omissions or commissions of another to the College faculty, from motives of private ill-will or malice; or, when one competitor in the race for College honors, convinced that he will be outstripped by his rival, unless he can fasten upon that rival some weight of suspicion or odium, and therefore seeks to disparage his character instead of surpassing his scholarship; or, when any mere tattling is done for any mean or low purpose whatever;—in all such cases, every one must acknowledge that the conduct is reprehensible, and the motive dishonoring. No student can gain any advantage with any honorable teacher by such a course. Here, as in all other cases, we stand upon the axiomatic truth, that the moral quality of an action is determined by the motive that prompts it.

But suppose, on the other hand, that the opportunities of the diligent for study are destroyed by the disorderly, or that public or private property is wantonly sacrificed or destroyed by the mischievously malicious; suppose that indignities and insults are heaped upon officers, upon fellow students, or upon neighboring citizens; suppose the laws of the land or the higher law of God is broken;—in these cases, and in cases kindred to these, may a diligent and exemplary student, after finding that he cannot arrest the delinquent by his own friendly counsel or remonstrance, go to the Faculty, give them information respecting the case, and cause the offender to be brought to an account; or, if called before the Faculty as a witness, may he testify fully and frankly to all he knows? Or, in other words, when a young man, sent to College for the highest of all earthly purposes,—that of preparing himself for usefulness and honor,—is wasting time, health and character in wanton mischief, in dissipation, or in profligacy, is it dishonorable in a fellow student to give information to the proper authorities, and thus set a new instrumentality in motion, with a fair chance of redeeming the offender from ruin? This is the question. Let us examine it.

A College is a community. Like other communities, it has its objects, which are among the noblest; it has its laws indispensable for accomplishing those objects, and these

laws, as usually framed, are salutary and impartial. The laws are for the benefit of the community to be governed by them; and without the laws and without a general observance of them, this community, like any other, would accomplish its ends imperfectly,—perhaps come to ruin.

Now, in any civil community, what class is it which arrays itself in opposition to wise and salutary laws? Of course, it never is the honest, the virtuous, the exemplary. They regard good laws as friends and protectors. But horse-thieves, counterfeitters, defrauders of the custom-house or post-office,—these, in their several departments, league together, and form conspiracies to commit crimes, beforehand, and to protect each other from punishment, afterwards. But honest farmers, faithful mechanics, upright merchants, the high-toned professional man,—these have no occasion for plots and perjuries; for they have no offences to hide, and no punishments to fear. The first aspect of the case, then, seems to show the paternity of this false sentiment among students. It was borrowed from rogues, and knaves, and speculators, and scoundrels generally, and not from men of honor, rectitude and purity.

When incendiaries, or burglars, or the meaner gangs of pickpockets, are abroad, is not he, by whose vigilance and skill the perpetrators can be arrested, and their depredations stopped, considered a public benefactor? And if we had been the victim of arson, house-breaking or pocket-picking, what should we think of a witness who, on being summoned into court, should refuse to give the testimony that would convict the offender? Could we think anything better of such a dumb witness than that he was an accomplice, and sympathized with the villany? To meet such cases, all our courts are invested with power to deal with such contumacious witnesses in a summary manner. Refusing to testify, they are adjudged guilty of one of the grossest offences a man can commit, and they are forthwith imprisoned, even without trial by jury. And no community could subsist for a month, if everybody, at his own pleasure, could refuse to give evidence in court. It is equally certain that no College could subsist, as a place for the growth of morality, and not for its extirpation, if its students should act, or were allowed to act, on the principle of giving or withholding testimony at their own option. The same principle, therefore, which justifies courts in cutting off recusant witnesses from society, would seem to justify a College faculty in cutting off recusant students from a College.

Courts, also, are armed with power to punish perjury,

and the law justly regards this offence as one of the greatest that can be committed. Following close after the offence of perjury in courts, is the offence of prevarication or falsehood in shielding a fellow-student or accomplice from the consequences of his misconduct. For, as the moral growth keeps pace with the natural, there is infinite danger that the youth who tells falsehoods will grow into the man who commits perjuries.

So a student who means to conceal the offence of a fellow-student, or to divert investigation from the right track, though he may not tell an absolute lie, yet is *in a lying state of mind*, than which many a sudden, unpremeditated lie, struck out by the force of a vehement temptation, is far less injurious to character. A lying state of mind in youth has its natural termination in the falsehoods and perjuries of manhood.

When students enter College, they not only continue their civil relations as men to the officers of the College, but they come under new and special obligations to them. Teachers assume much of the parental relation toward students, and students much of the filial relation toward teachers. A student, then, is bound to assist and defend a teacher as a parent, and a teacher is bound to assist and defend a student as a child.

The true relation which should exist between a College Faculty and College students is that which existed between Lord Nelson and his sailors: He did his uttermost for them and they did their uttermost for him.

Now, suppose a student should see an incendiary, with torch in hand, ready to set fire to the dwelling in which I and my family are lying in unconscious slumber, ought he not as a man, to say nothing of his duty as a student, to give an alarm that we may arouse and escape? I think I might put this question to anybody but the incendiary himself, and expect an affirmative answer. But if vices and crimes should become the regular programme, the practical order of exercises, in a College, as they would to a great extent do, if the vicious and profligate could secure impunity, through the falsehoods or the voluntary dumbness of fellow-students; then, surely, all that is most valuable and precious in a College would be destroyed, in the most deplorable way; and, for one, I would a hundred times rather have an incendiary set fire to my house while I am asleep, than to bear the shame of the downfall of an institution under my charge, through the misconduct of its attendants. And, in the eyes of all right-minded men, it is a far lighter offence to destroy a mere physical dwelling of wood or



stone than to destroy that moral fabric, which is implied by the very name of an Educational Institution.

The student who would inform me if he saw a cut-purse purloining the money from my pocket, is bound by reasons still more cogent, to inform me if he sees any culprit or felon destroying that capital, that stock in trade, which consists in the fair name and reputation of the College over which I preside.

And what is the true relation which the protecting student holds to the protected offender? Is it that of a real friend, or that of the worst enemy? An offender, tempted on by the hope of impunity, is almost certain to repeat his offence. If repeated, it becomes habitual, and will be repeated, not only with aggravation in character, but with rapidity of iteration; unless, indeed, it be abandoned for other offences of a higher type. A College life filled with the meannesses of clandestine arts, first spotted and then made black all over with omissions and commissions, spent in shameful escapes from duty, and in enterprise of positive wrong not less shameful, is not likely to culminate in a replenished, dignified and honorable manhood. Look for such wayward students after twenty years, and you would not go to the high places in society to find them, but to the gaming house, or prison, or some place of infamous resort; or, if reformation has intervened, and an honorable life falsifies the auguries of a dishonorable youth; nowhere will you hear the voice of repentance and sorrow, more sad or more sincere, than from the lips of the moral wanderer himself. Now let me ask, what kind of a friend is he to another, who, when he sees him just entering on the high road to destruction, instead of summoning natural or official guardians to save him, refuses to give the alarm, and thus clears away all the obstacles, and supplies all the facilities for his speedy passage to ruin?

If one student sees another just stepping into deceitful waters where he will probably be drowned, or proceeding along a pathway which has a pitfall in its track, or a precipice at its end, is it not the impulse of friendship to shout his danger in his ear? Or, if I am nearer than he, or can for any reason more probably rescue the imperiled from his danger, ought he not to shout to me? But a student just entering the outer verge of the whirlpool of temptation, whose narrowing circle and accelerating current will soon engulf him in the vortex of sin, is in direr peril than any danger of drowning, of pitfall, or of precipice; because the spiritual life is more precious than the bodily. It is a small thing to die, but a great one to be depraved. If a student

will allow me to co-operate with him to save a fellow-student from death, why not from calamities which are worse than death? He who saves one's character is a greater benefactor than he who saves his life. Who, then, is the true friend—he who supplies the immunity which a bad student *desires*, or the saving warning or coercion which he *needs*?

When Cain said, "Am I my brother's keeper?" it was a confession of his own criminality. But even his crime, great as it was, fell short of encouraging Abel to do wrong, and then protecting him so that he might repeat the offence until the repetition should first become *habit*, and then *ruin*. "When we disavow being keeper to our brother, we're his Cain."

But young men are afraid of being ridiculed if they espouse the side of progress and of good order as one of the essentials to progress. But which is the greater evil, the ridicule of the wicked, or the condemnation of the wise?

"Ask you why Wharton broke through every rule?

*'Twas all for fear that knaves would call him fool.'*"

But the student says, suppose I had been the wrong doer, and my character and fortunes were in the hands of a fellow student, I should not like to have him make report, or give evidence against me, *and I must do as I would be done by*. How short-sighted and one-sided is this view! Suppose you had been made, or were about to be made the innocent victim of wrong-doing, would you not then wish to have the past injustice redressed, or the future injustice averted? Towards whom, then, should your Golden Rule be practised,—towards the offender, or towards the party offended? Where a wrong is done, every body is injured,—the immediate object of the wrong, directly; every body else indirectly,—for every wrong invades the rights and the sense of safety which every individual, community, or body politic, has a right to enjoy. Therefore, doing as we would be done by, to the offender, in such a case, is doing as we would not be done by to every body else. Nay, if we look beyond the present deed, and the present hour, the kindest office we can perform for the offender, himself, is to expose, and thereby arrest him. With such arrest, there is great chance that he will be saved; without it, there is little. And how much better is antidote than remedy?

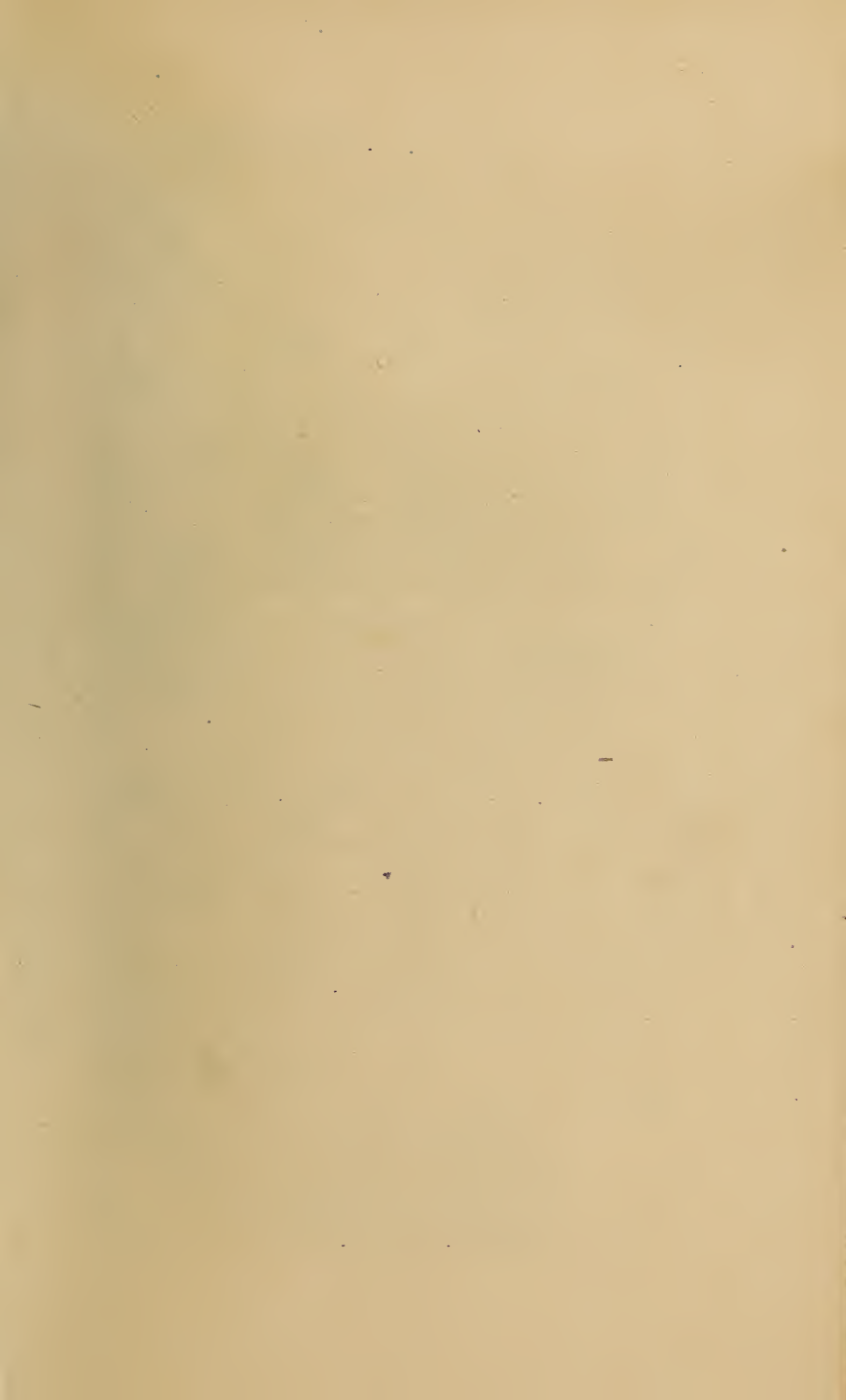
Does any one still insist upon certain supposed evils incident to the practice, if students give information of each other's misconduct? I reply that the practice itself would save nine-tenths of the occasions for informing, and thus,

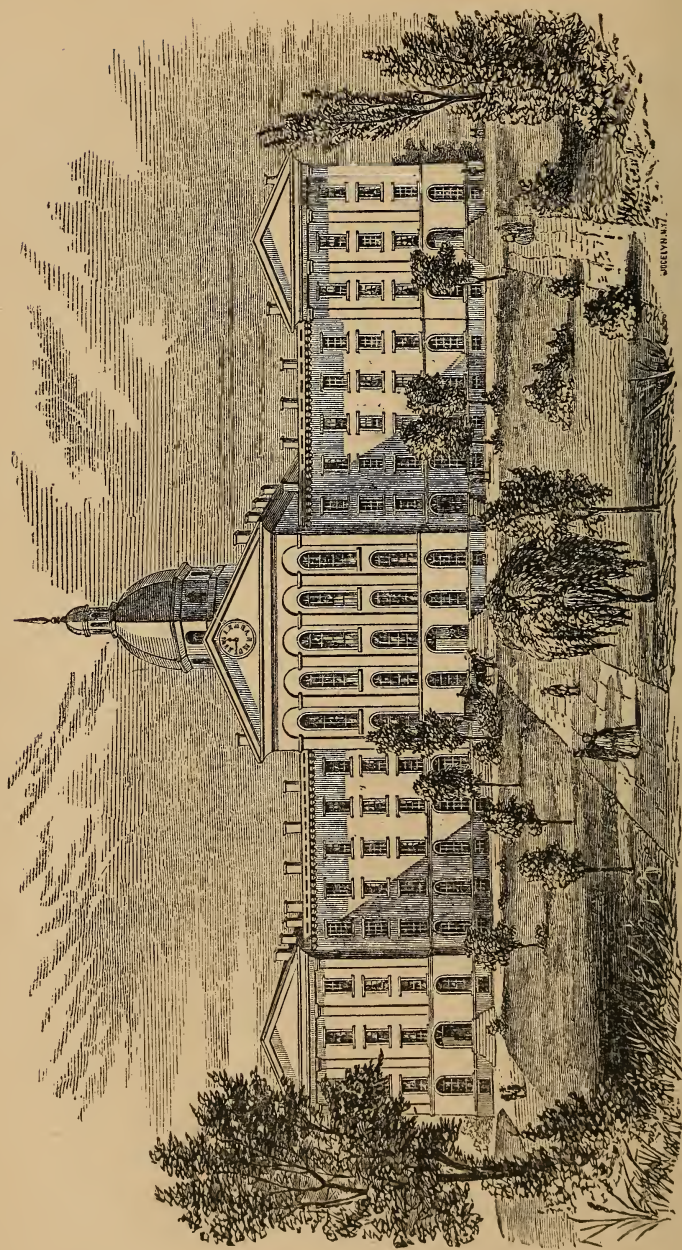
the evils alleged to belong to the practice would be almost suppressed by it.

But again; look at the parties that constitute a College. A Faculty is selected from the community at large, for their supposed competency for teaching and training youth. Youth are committed to their care to be taught and trained. The two parties are now together, face to face, the one ready and anxious to impart and to mould: the other in a receptive and growing condition. A case of offence, a case of moral delinquency—no matter what—occurs. It is the very point, the very juncture, where the wisdom, the experience, the parental regard of the one, should be brought, with all its healing influences, to bear upon the indiscretion, the rashness, or the wantonness of the other. The parties were brought into proximity for this identical purpose. Here is the *casus fœderis*. Why does not one of them supply the affectionate counsel, the preventive admonition, the heart-emanating and heart-penetrating reproof; perhaps, even, the salutary fear, which the other so much needs;—needs now, needs to-day, needs at this very moment;—needs as much as the fainting man needs a cordial, or a suffocating man air, or a drowning man a life-preserver? Why is not the anodyne, or the restorative, or the support given? Skillful physician and desperate patient are close together. Why, then, at this most critical juncture, does not the living rescue the dying? Because a “*friend*,” a pretended “*FRIEND*,” holds it as a Point of Honor that when *his* friend is sick, sick with a soul disease, now curable, but in danger of soon becoming incurable, he ought to cover up his malady, and keep the ethical healer blind and far away!

Such is the whole philosophy of that miserable and wicked doctrine, that it is a *Point of Honor* not to “report”—though from the most humane and christian motives—the misconduct of a fellow-student to the Faculty that has legitimate jurisdiction over the case, and is bound by every obligation of affection, of honor, and of religion, to exercise that jurisdiction, with a single eye to the good of the offender, and of the community over which they preside. It is a foul doctrine. It is a doctrine which every parent ought to denounce wherever he hears it advanced—at his table, his fireside, or in public. It is a doctrine which every community of students ought, for their own peace, safety and moral progress, to abolish. It is a doctrine which every College Faculty ought to banish from its halls;—first by extracting it from its possessor, and expelling it alone; or if that severance be impossible, by expelling the possessor with it.







HILLSDALE COLLEGE, HILLSDALE, MICHIGAN.













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